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ABSTRACT

Designed to provide an introduction to North Lake College's (NLC's) Cooperative Education Program, this manual contains information for the instructor/coordinator regarding the Dallas County Community College District's co-op policies and NLC's operational procedures and forms. First, section 1 defines cooperative education, states NLC's philosophy, and cites the benefits of the co-op programs to students, employers, and colleges. Section 2 describes the organization of NLC's cooperative education department; lists the responsibilities of the co-op director; and offers a profile of the co-op instructor/coordinator and lists the selection criteria, responsibilities, and course load formula for the position. After section 3 enumerates requirements for student participation and lists student and instructor/coordinator activities during the co-op semester, section 4 offers information on awarding credit, grading policies, and NLC's academic cooperative education program. Section 5 describes and provides samples of each of the forms required in the co-op process. Sections 6 and 7 offer guidance for developing job-related performance objectives and list liberal arts skills which should also be developed. After section 8 suggests topics and presents guidelines for conducting cooperative education seminars, section 9 makes suggestions for locating training stations for immediate and future student placement. Finally, resource materials on cooperative education are listed. (DAB)

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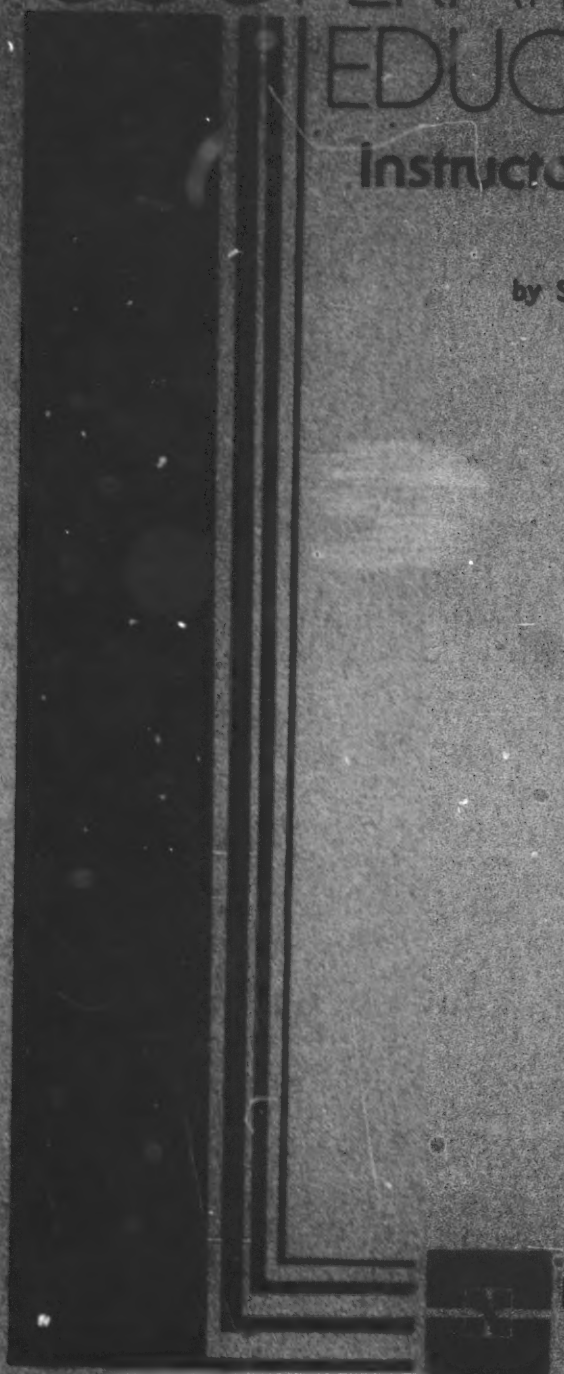
COOPERATIVE EDUCATION

Instructor Coordinator's Manual

by Shirely Farrow



NORTH LAKE COLLEGE

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North Lake College

WELCOME TO THE NORTH LAKE
COOPERATIVE EDUCATION PROGRAM

The "work and learn" concept inherent in cooperative education has been an integral part of the educational philosophy of North Lake College since its inception. However, the growth and overall contribution of this element of the college's instructional program has exceeded even our most optimistic estimates growing to the point where today approximately 500 students from 14 programs work at approximately 300 area companies and businesses each semester.

In looking ahead, the college is fortunate to be located in quite likely the most dynamic area of the Sunbelt where growth is not just occurring ... it is literally exploding around the college. Such development bodes well for the future of cooperative education and it can be anticipated that an expansion on all fronts of our "work and learn" concept will occur. This will include both program, students to be served, and resources necessary to continue our exceptional level of service.

The original goal of the college to provide the opportunity for such an experience to every student attending the institution remains intact and within the next five years, it is hoped that this goal will be reality.

Sincerely,

Donald L. Newport
President

DLN/sp

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NORTH LAKE COLLEGE
OF THE
DALLAS COUNTY
COMMUNITY
COLLEGE
DISTRICT

PREFACE

The purpose of this manual is to provide information for the instructor/coordinator regarding the Dallas County Community College District's Co-op policies, and North Lake College's operational procedures, forms and general information concerning the Cooperative Education program. It should be remembered that various items within the program operations are subject to change.

This publication has been made possible through a United States Office of Education Grant under Title XIII and the continued whole-hearted support of Administrators, Faculty and Staff at North Lake College.

Shirley Farrow
Cooperative Education Director

INTRODUCTION TO COOPERATIVE EDUCATION

Definition of Cooperative Education

Cooperative Education is a strategy of education - a process of changing the behavior of people through experience. It is a method of instruction that involves the student in the theory of academics and the actual application of that theory in a real-world setting. In this involvement, the student can recognize his own skills and potential as the "real" world becomes more relevant. This experience must be selected, ordered, and measured in such a way that quality growth is assured. The instructor/coordinator is the key facilitator and it is this person who monitors the process by interacting with the student and the employer to assure optimum growth, keeping ever aware of the value of the experience as it relates to the student's personal and career needs.

Philosophy of Cooperative Education

Cooperative Education at North Lake College reflects the philosophy that productive work performed by students in an actual business environment is an essential ingredient for total educational growth. As a result of this philosophy, it is the dedicated and persistent intent of the Cooperative Education program to offer every student the opportunity to enroll in a Co-op course in his/her chosen career field whether it be technical, business or academic in nature.

Benefits of Co-op to the Students

1. Gives reality to learning. Students find that their studies have greater meaning through coordinating work experience with classroom instruction.

2. Increases educational motivation. The integration of work and study increases student motivation because it engenders a stronger desire to learn.

3. Develops greater human understanding. Students develop greater understanding of other people and greater human relations skills by utilizing the work environment as a laboratory for learning.

4. Accelerates maturity. Students discover that cooperative work experience in the existing real world of work provides them with opportunities to broaden their outlook and shape their behavior patterns to meet the demands of the working world.

5. Provides orientation to the world of work. Students have an excellent opportunity to test their interests and abilities in real job situations and gain a new understanding of, and a healthy attitude toward, the actual world of work.

6. Provides financial aid. While this is not its primary purpose, Cooperative Education does provide students with regular income-producing jobs to pay part of their college expenses and makes higher education possible for many qualified people who could not otherwise afford to go to college.

7. Provides useful employment contacts. The Cooperative Education program gives the student contacts which can be useful later for job placement. For many students it provides a head start in salary and position for permanent employment after graduation.

8. Provides specialized facilities. In the working community, specialized facilities and equipment that are not present at the College are available to the student.

9. Provides greater career satisfaction. While still in college, students may insure greater career satisfaction by sampling fields of work before making a commitment.

Benefits of Co-op to the Employers

1. Provides a good source of labor supply. The Cooperative Education Program helps employers maintain an influx of new talent into their organizations. Employers also have an opportunity to identify and select students with the particular abilities and talents that they are seeking.

2. Facilitates recruitment and retention. The Cooperative Education Program provides employers with an excellent recruiting tool. In addition, employers can use their own supervisory personnel to screen those co-op students with the most potential for permanent employment consideration.

3. Permits better utilization of personnel. Employers can use co-op employees to fill assignments which fall between those too difficult for the high school graduate and those which normally do not require the abilities and talents of professionals. This means employers can more effectively use highly-paid personnel for more specialized work.

4. The employer becomes a contributor to the educational process. Industry becomes a partner with the college in the community's total educational program.

Benefits of Co-op to the College

1. Encourages greater community support. A college with a Cooperative Education Program has an opportunity to expand its services to the community and thus merit to an even greater extent the moral, financial, and employer support of the community.

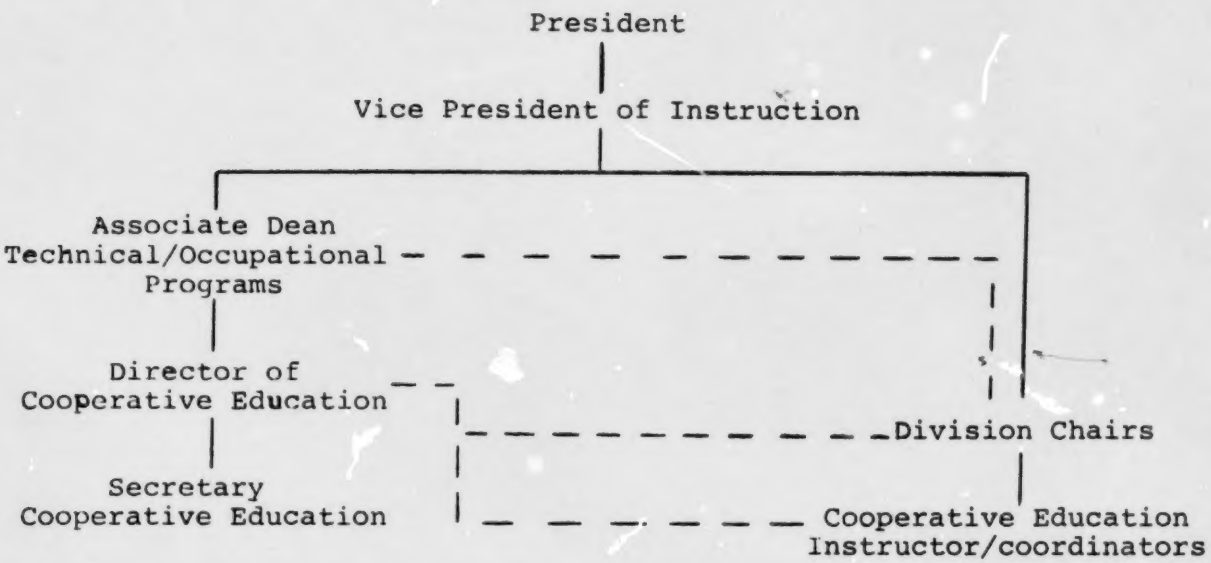
2. Provides benefits to the teaching faculty. As new work programs are planned and developed and as students alternate between classroom and work periods, faculty members are in an advantageous position to maintain a closer relationship with business, industry, and the professions.

3. Teaching effectiveness is enhanced. Faculty members are kept up-to-date on the latest developments in their field by the students who are frequently exposed to current practices through their co-op work assignments. Although the Cooperative Education Program puts more pressure on the teaching faculty to keep their instructional materials up-to-date, most of them find teaching in a cooperative situation stimulating and challenging.

4. Eases the problem of placing graduates. Students may graduate with the equivalent of six months and up to a year of work experience related to their major field of study and/or career interest areas. Increasingly, employers are more likely to hire new personnel with relevant practical experience. Also, studies have proven that a great percentage of Co-op employers retain Co-op students after graduation.

NORTH LAKE COLLEGE

CO-OP ORGANIZATIONAL CHART



THE COOPERATIVE EDUCATION DEPARTMENT

Responsibilities of the Co-op Director

1. Promote the Cooperative Education Program on the campus and in the community.
2. Report to the Associate Dean of Technical/Occupational programs.
3. Conduct orientation of instructor/coordinators.
4. Maintain auditable campus co-op records.
5. Supervise, through Division Chairperson, instructor/coordinators to insure that all aspects of the Plan for Cooperative Education are met.
6. Collect student and employer reporting forms from Instructor/Coordinators.
7. Assist in establishing and approving training stations.
8. Maintain contact with the community to insure the program is serving training needs.
9. Assist Instructor/Coordinators by maintaining a placement list.
10. Evaluate and maintain a file of all student Job-Related Learning Objectives and Training Station Agreements.
11. Coordinate industry contacts among the Instructor/Coordinators.
12. Assist Instructor/Coordinators in planning and conducting co-op seminars.
13. Maintain a Co-op seminar resource library.
14. Assist the Associate Dean of Technical/Occupational Programs on special projects.
15. Coordinate activities between the co-op and job placement offices.

The Co-op Instructor/Coordinator - A Profile

The Cooperative Education Instructor/Coordinator is a very special educator. This unique specialty involves:

Commitment to the philosophy that a combination of work experience and classroom theory creates a total educational environment.

Courage to change with the fast-paced technical demands of the business community.

Hard work in balancing campus activities and on-site involvements.

Knowledge of current trends and practices in the working world and classroom environment.

Imagination in keeping educational theory and work experience viable and meaningful.

Persistence in demanding creditable on-the-job training experiences.

Flexibility in continually moving from campus to community.

Honesty in evaluating the relevancy of the co-op experience.

Involvement with the student and the employer.

Resourcefulness in bringing the community and the classroom into a sharing relationship.

A Success-Oriented Attitude toward our educational and economic future.

Communication of information and knowledge between the college and the business community.

Criteria for Selection of Instructor/Coordinator

The following areas should be considered when selecting instructor coordinators:

1. Coordinators should demonstrate a firm interest and commitment to the Cooperative Education concept.

2. He/she must be an instructor in the program for which he/she is coordinating students.

3. Ideally, instructors should have some work experience in the area they coordinate and be familiar with today's business needs.

4. The coordinator must be well-versed in the methodology of learning objectives in order to assist students with identifying, developing and achieving goals and objectives that take place at the training station.

5. As an advisor, instructor/coordinators should be interested in the total education of the student, and must be informed of today's changing relationships between the community college and other higher education institutions.

Instructor/Coordinator's Responsibilities

I. Recruit Students:

- A. Contact students enrolled in your discipline the previous semester.
- B. Ask instructors in your discipline to recommend students.
- C. Have brochures available at registration - be available to explain the co-op program.
- D. Contact employees working in your discipline area and explain advantages of enrolling in the co-op program.
- E. Announce and explain the co-op program to first day classes so that interested, qualified students may apply for late registration.

II. Recruit Training Stations:

- A. Contact placement office for recent job requests from the community.
- B. Contact area businesses by phone or in person to develop training stations.
- C. Check classified section of area newspaper.

III. Procedure for Accepting and Registering Co-op Students:

- A. Give prospective student a co-op application to fill out.
- B. Interview student to ascertain:
  1. Course work completed in discipline, or
  2. Adequate training or experience in career field.
  3. Ability to handle work and study.
  4. Agreement to co-op guidelines:
     - a. Three or four learning objectives.
     - b. Attendance at weekly, one-hour seminars.
     - c. Minimum 15 hours of work a week (3 credit hours) or minimum 20 hours of work a week (4 credit hours).
- C. If student qualifies, approve his application, assign section number and have student register for course.
- D. Inform student of time for first seminar meeting. Have student buy handbook and bring to first seminar.
- E. Assist student in job placement or contact student's present employer for verification of co-op training station.

IV. Seminars (16 each semester - one per week)

A. Select time and place for weekly seminar meetings.
B. Hold one seminar weekly for each (1/5 load) co-op class.
C. Attendance is compulsory - make-up sessions are required.
D. Develop semester schedule for seminar topics.

V. Visitations

A. Visit each training station at least twice each semester.
   1. Consult with employer on objectives and obtain signature on training station agreement.
   2. Evaluate student's progress toward meeting his/her learning objectives.
B. Fill out evaluation slips for each visit and turn in to co-op office.
C. Turn in completed travel sheets each month for travel reimbursement.

VI. Other Duties

A. Maintain records and submit appropriate records to co-op office on time.
B. Attend Co-op Instructor/Coordinator Workshop (Usually held during week prior to beginning of fall semester).

The following are examples of letters that may be used in recruiting co-op students and training sites.

Dear Student:

Congratulations! You have chosen to pursue the Associate Degree in _____ at North Lake College. I would like to commend you for taking the initial steps toward a challenging and rewarding career.

You may now qualify for enrollment in North Lake's _____ _____ Cooperative Education program. This progressive program enables you to receive college credit and a pay check as well as on-the-job training in an _____ related position. In addition to the college credit received toward the Associate Degree, the co-op training is valuable job experience to include on your resume.

If you are presently employed, we will contact your employer and request your company's participation in the program. Most employers are pleased employees are striving to upgrade and improve skills. If you do not have a job, you will be given assistance in locating an appropriate training station.

Both day and evening students may participate. You take a degree-related course at the same time you are enrolled in co-op.

To arrange an interview concerning your possible qualifications in this viable program, please call me at _____. I am looking forward to hearing from you.

Sincerely,

_____, Instructor/Coordinator

_____ Co-op program

Dear Employer:

One of your employees, _____, is a North Lake College student interested in participating in our Cooperative Education program.

Cooperative Education is a joint venture between employers, North Lake College, and students to provide relevant, quality education with benefits to all parties involved. The student receives individual career guidance and college credit. The college provides the student with an opportunity to relate his college program to his employment. This program provides an avenue for the college to keep abreast of current developments and expand relationships with industry and the community.

We are requesting you, the employer, to be involved in the program in the following way:

1. Agree to a short discussion visit by the faculty/coordinator. The employee's role in Cooperative Education, a review and discussion of performance objectives designed to upgrade the work performance of the student/employee, and the training agreement will be discussed. This should take no more than 30 minutes of your time.

2. Sign the monthly time card (which is furnished by the college, and the student's responsibility to complete). This verifies the student/employee's work time on the job. Credit is based partially on the hours worked.

3. Review with the faculty/coordinator (during a second visit) the student/employee's accomplishment of performance objectives agreed upon during the first meeting.

If you have any questions concerning participation in this program, please call me at _____. Through the cooperation of firms such as yours, this type of program allows students an opportunity to improve themselves on the job as well as to gain practical knowledge from theory learned in the classroom.

Sincerely,

_____ Instructor/Coordinator

_____ Co-op Program

Co-op Coordinator Load Formula

All co-op coordinators must teach at least one course. In addition, coordinators will conduct 16 one-hour weekly seminars for Co-op students which will be considered a part of teacher load.

The following formula is recommended:

10 students - 3 cr. hr. load (20%)

32 - 40 students + 1 class = 100% (full load)

24 - 31 students + 2 classes = 100%

16 - 23 students + 3 classes = 100%

10 - 15 students + 4 classes = 100%

* 1 - 9 students - Extra service @ 90.00 per student

*College would have option of figuring as percentage of full time load or as extra service.

The following guidelines for determining extra service or load compensation are recommended:

No. of Co-op Students	Equivalent Credit Hours	Equivalent % Regular Load Time	Extra-Service Compensation
1	.30	2.0	90.00
2	.60	4.0	180.00
3	.90	6.0	270.00
4	1.20	8.0	360.00
5	1.50	10.0	450.00
6	1.80	12.0	540.00
7	2.10	14.0	630.00
8	2.40	16.0	720.00
9	2.70	18.0	810.00
10	3.00	20.0	900.00
11	3.30	22.0	990.00
12	3.60	24.0	1,080.00
13	3.90	26.0	1,170.00
14	4.20	28.0	1,260.00
15	4.50	30.0	1,350.00
16	4.80	32.0	1,440.00
17	5.10	34.0	1,530.00
18	5.40	36.0	1,620.00
19	5.70	38.0	1,720.00
20	6.00	40.0	1,800.00

STUDENT REQUIREMENTS FOR PARTICIPATING IN COOPERATIVE EDUCATION

1. The student must fill out student application form and submit to Cooperative Education Instructor/Coordinator.

2. The student must have completed at least one course in his occupational major prior to enrolling in Cooperative Education. Exception to this rule will be based upon the background of the student and approval of the instructor/coordinator. Some factors which may be taken under consideration are: previous related work experience; previous education; and life experiences.

3. A full-time student must be enrolled in twelve (12) credit hours or more; two (2) courses must be in the student's curriculum pattern, and up to four (4) hours may be in Cooperative Education.

   A part-time student must have completed at least one course in his occupational major to be eligible for Cooperative Education, and be concurrently enrolled in a course related to his work experience.

4. The student must have the approval of his instructor/coordinator.

5. The student must pursue a planned program of Cooperative Education, which, in the opinion of his instructor/coordinator, includes new or expanded responsibilities or learning opportunities beyond those experienced during previous semesters.

6. The work experience must be related to the stated career objective and occupational major of the student.

7. The following formula will be used for summer co-op only:

   Student eligibility: At least one semester of classroom technical training in the career field
   Duration: 12 weeks (2 summer sessions)
   Credit: 3 credit hours for 12 week period
   Weekly seminar schedule: 1 hour 20 minutes (1:20 x 12 = 16 hrs)
   Hours per week on job: 20 hours (20 x 12 = 240 hrs
   Coordinator visitations: two per 12 week session

THE CO-OP SEMESTER

1. Student applies, is interviewed by the program instructor/coordinator, and reviews the program, guidelines and seminar attendance.

2. Student makes job search (instructor/coordinator may aid in placement) or evaluates present job to determine its potential as a training station.

3. Student and supervisor discuss learning objectives, then the student and instructor/coordinator establish learning objectives.

4. Instructor/coordinator and supervisor meet to evaluate objectives. Student may revise or modify objectives. Employer signs agreement to evaluate learning objectives.

5. Student submits monthly time cards.

6. During the semester, the employer or the student may report problems to the instructor/coordinator. A job review is made, and a job change is made if necessary.

7. The instructor/coordinator and the student meet for self-evaluation midway through the semester. Learning objectives may be revised or modified.

8. Instructor/coordinator and supervisor meet for final evaluation. The instructor/coordinator, with input from the employer, may recommend remedial assignments.

9. Time spent on the job and the student's completion of learning objectives are certified, and course credit is awarded.

COURSE CREDIT

1. Course credit will be awarded at the rate of one credit hour for each 80 hours of work experience accomplished during the semester. The maximum credit is four hours credit for an approved 320 hours of work; minimum credit is three credit hours for an approved 240 hours of work during one semester.

2. The student may receive credit for a maximum of 20 hours of work per week for 4 credits or 15 hours of work per week for 3 credits. A full time employee may apply only these weekly maximums toward co-op credit.

3. The number of hours to be awarded for cooperative education should be agreed to at the beginning of the semester so reasonable learning objectives can be formulated to fit the number of hours to be worked.

4. The granting of credit is conditional upon:
   a. Satisfactory accomplishment of the agreed to learning objectives as stated in the student/employer agreement.
   b. Submission of all required forms on time.
   c. Attendance at 16 weekly seminars.

5. The student may earn up to 16 hours credit toward a specified associate degree or certificate. (This will vary according to the field of study.)

6. Technical/Occupational students must be enrolled in the proper co-op course each semester. The student cannot be given credit for enrollment in the same co-op course twice. (i.e. credit cannot be given for repeat enrollment in DE804. The second semester of co-op should be DE814.)

7. The following co-op course numbers are provided for 4 full semesters of co-op: 703; 713; 803; 813 = 3-credit courses, 704; 714; 804; 814 = 4-credit courses. (No one course can be repeated for credit.)

8. Academic or General Studies co-op students should consult the Directed Studies course requirements in the campus catalog for course enrollment procedures and repeat requirements.

9. Academic or General Studies Co-op students should enroll in the Directed Studies course in their major field of study. A maximum of 3 credit hours for 15 hours of work experience per week per semester is all that can be awarded as elective credit toward an Associate Degree.

10. Most four-year colleges accept co-op credit as elective transfers. Consult a campus counselor for more specific details.

Semester Grades

The grade for Cooperative Education will be determined by the following criteria:

1. Evaluation of the student's completion of performance objectives by the instructor/coordinator and the employer/supervisor.

2. The manner in which the student fulfilled the responsibility of submitting all necessary paper work on time.

3. The attendance and participation at the 16 weekly seminars.

It should be noted that the instructor/coordinator has the authority and responsibility to make the final determination of the student's grade for Cooperative Education. The criteria above will not necessarily be given equal value in determining the grade.

The following is a sample grading system used by a co-op instructor/coordinator:

Grading for Co-op

You will be evaluated on the following items. Each of the four items will be evaluated by assigning a point value of 0 through 4.

1. Items Evaluated:

   a. Classroom participation
   b. Supervisor's appraisal
   c. Completion of objectives
   d. Appropriateness of objectives

2. Scoring Scale:

   a. 4 = outstanding
   b. 3 = good
   c. 2 = average
   d. 1 = needs improvement
   e. 0 = failing

3. Final grade is derived from total point value earned.

   a. 14 to 16 = A
   b. 11 to 13 = B
   c. 8 to 10 = C
   d. 4 to 7 = D
   e. 3 and below = F

4. Example

Items Evaluated	Points Earned
a. Classroom participation	3
b. Supervisor's appraisal	2
c. Completion of objectives	3
d. Appropriateness of objectives	3
Total point value earned	11

11 points would indicate a final grade of B.

Grading Worksheet

A. Classroom Participation (Instructor evaluates)

	Score
1. Attitude	
2. Tardiness	_____
3. Attendance	_____
4. Completion of assignments	_____
5. Participation in group activities	_____
6. Contribution in class discussion	_____
Total	_____
* Points earned	_____

B. Supervisor's Appraisal of Employee during Co-op Training (Supervisor evaluates)

	Score
1. Work attitude	
2. Work attendance	_____
3. Punctuality	_____
4. Personal appearance	_____
5. Work quality	_____
6. Work quantity	_____
7. Compliance with policies	_____
8. Observes safety rules	_____
9. Accepting responsibilities	_____
10. Personal initiative	_____
11. Willingness to learn	_____
12. Co-worker cooperation	_____
13. Management cooperation	_____
14. Technical knowledge	_____
15. Meeting the public	_____
16. Problem solving skills	_____
17. Operation of equipment	_____
18. Following instructions	_____
	_____
Total	_____
Points earned	_____

* To calculate points earned, divide total score by the number of items evaluated.

C. Completion of Objectives (Supervisor evaluates)

	Score
1. Objective 1	_____
2. Objective 2	_____
3. Objective 3	_____
4. Objective 4	_____
Total	_____
Points earned	_____

D. Appropriateness of Objectives (Instructor evaluates)

	Objective			
	1	2	3	4
1. Degree of difficulty	___	___	___	___
2. Benefit to employer	___	___	___	___
3. Benefit to employee	___	___	___	___
4. Completeness	___	___	___	___
Average each column and then average totals	___	___	___	___
Points earned				_____

	Points Earned
A. Classroom participation	_____
B. Supervisor's appraisal	_____
C. Completion of objectives	_____
D. Appropriateness of objectives	_____
Total	_____
Grade	_____

Academic Cooperative Education

What is Academic Cooperative Education?

The academic Cooperative Education Program at North Lake College is designed to prepare the liberal arts or "traditional" degree-seeking student for the world of work by allowing him to divide his time between the classroom and on-the-job work experience in his field. As such, it seeks to combine liberal learning with vocational preparation. The student, together with the Instructor/Coordinator and work supervisor, will write learning objectives to describe what is to be accomplished during the work term. The student will write one learning objective for each credit hour earned (3 hours maximum), attend 16 one-hour seminars, and complete weekly assignments. Eighty hours of on-the-job experience will be required for each credit hour earned during the semester. Credit will be granted not for working, but for the learning which occurs as a result of working. The course is designed to allow acquisition of general career skills that will help the student to successfully make the transition from the world of schooling to the world of paid employment. The student will be paid a salary by the employer commensurate with his work responsibilities. Seminar topics will be structured so as to permit a student to learn as much as possible about his job setting and jobs in general. After receiving a student's application for the academic Cooperative Education Program, the Instructor/Coordinator will seek an appropriate placement for the student.

Why offer Academic Cooperative Education?

A primary objective of Cooperative Education is to provide students with opportunities to apply concepts and skills learned in the classroom to non-classroom situations as found in the world of work. Successfully applying classroom knowledge to a real-life industrial or business problem can help a student earn a professional reputation before he or she even reaches graduation. Through the academic Co-op program, liberal arts students can begin to apply work and skills learned in the classroom to work situations. Cooperative Education should broaden students' horizons so that they can appreciate the extensive range of possibilities that may be available to someone with their training. Lifewise, the experience should inspire students to realize the usefulness of what they have learned in the classroom. The student will get to "try on" a profession before he actually gets into it. Cooperative Education provides an opportunity for students to test their self-image against the job market, thereby changing misconceptions related to occupational choice. Academic Cooperative Education actually lies somewhere between abstract academic learning and pragmatic on-the-job training.

What are the Academic Cooperative Education course prerequisites?

1. A student must complete and submit an application to the Instructor/Coordinator or Cooperative Education office.

2. A student must have completed at least 3 semester hours in his major or secure instructor approval to be eligible for the Academic Cooperative Education Program.

3. A student must be concurrently enrolled in a course related to his major subject area.

What course should the student register for?

Students accepted into the academic Co-op Program will register for Directed Studies courses. More information should be provided to students just prior to registration or during registration.

Are Academic Cooperative Education credits transferable?

The transferability of Cooperative Education credits may vary according to the institution to which the student will be transferring. The student should verify the transferability with the institution of his or her choice.

What kind of grading will there be?

Grades available for Cooperative Education will follow the grading procedures used in other courses throughout the DCCCD. The Instructor/Coordinator will determine the grade using evaluation input from the employer and student.

PROCEDURES AND FORMS

Application Form

The purpose of the Co-op Application Form is to validate the student's request for acceptance in a co-op program. This should be the first official document received from the student, well before the semester begins. The Application Form is printed on NCR paper and is available in the co-op office. After the student completes the form, send the original to the Co-op office and retain the copy for your file.

Student Agreement Form

The Cooperative Education Student Agreement verifies that the student fully understands and accepts the requirements of the Co-op program. This form must be signed and submitted to the Co-op office prior to registration.

Registration Authorization Form

Upon acceptance of the student in the co-op program, fill out the authorization form and instruct the student to carry it to the registration table representing the discipline in which the student will co-op.

Training Station Agreement Form

The four-part NCR Agreement Form is found in each Student Guide. Since the Co-op Agreement Form is the initial document verifying employment, please emphasize to the students the importance of turning in the Agreement Form as early in the semester as possible. It must be turned in by the deadline date assigned. Also, emphasize the importance of being accurate when filling out the form. The employer's name and address are used for evaluation mail-outs from the Co-op office, therefore, the correct information is essential.

Job-Related Learning Objective Form

This form, also found in the Student Guide, is used to insure the matching of classroom skills with those experienced on the job. This form should be completed by the student by the third seminar session and reviewed by the supervisor soon after.

Student Objective Report

The Student Objective Report Form is a written accomplishment of each of the student's agreed upon job-related learning objectives. Preferably, the student should have this form turned in to the instructor/coordinator so that it can be used in the last visit with the supervisor by the instructor/coordinator.

Time Cards

Cooperative Education Time Cards are used to document the required contact hours on the job. Emphasize to the students the importance of getting their time cards in monthly. Instructor/Coordinators should collect all time cards and audit them periodically to insure that minimum required hours on the job are being met. Be sure the cards are filled out properly before turning them in at the end of the semester to the Cooperative Education Office.

On-Site Visitations

Two visits by the coordinator to each student's place of employment are required during each semester.

1. For the first visit, the coordinator will arrange a meeting with the student and the student's supervisor to briefly discuss the program and confirm the student's planned objectives. The agreement is to be signed at this time.

2. The second meeting is for evaluating the student at semester's end. This meeting can provide a means for the student, supervisor and coordinator to get together and discuss the effectiveness of the work station and the Cooperative Education Program. The evaluation offers a means of assigning a semester grade.

3. Other visits or phone calls can be made as needed during the semester.

A visitation summary should be made after each visit and submitted to the co-op office to be placed on file. If a contact is made by phone, this, too, should be indicated.

It is beneficial to students to be made aware of the results of these visitations and to see the results of the teamwork of instructor and employer. This also helps the student in assessing personal progress.

I. Reasons for Visitations

A. To explain to the employer the goals and objectives of the Cooperative Education Program, and to clearly define the supervisor's role.

B. To discuss and finalize the student's performance-related objectives and obtain the employer's signature on the training agreement. The supervisor should be made aware that objectives constitute the major criteria for determining the student's grade.

C. To become familiar with tasks being performed by students and observe them at work.

D. To discuss with the supervisor the types of tasks the student performs and encourage the expansion to new tasks.

E. To work with employer if a problem arises in which help is requested by either student or employer.

F. To secure written and oral evaluations of the student's work.

G. To keep the employer aware that the program involves the school and is an educational program that involves the employer as a co-instructor.

II. Guide to Making Calls

A. Make an appointment for visitation.

B. Explain in advance the purpose for the visit.

C. Be businesslike and professional during the visit.

D. Be reasonable in amount of employer's time used.

E. Keep a written summary of call.

III. Do's and Don'ts for Training Station Visit

A. Do:
1. Thank employers for their time.
2. Review the training agreement with employer.
3. Meet where employer wants to meet.
4. Consider the program a cooperative arrangement with benefits to all.

B. Don't:
1. Drop in on employer without calling.

2. Stay any longer than necessary to get information needed.
3. Talk to student's supervisor in front of students as if they were not there.
4. Talk to students on job or interrupt their work without permission of supervisor.

Travel Reimbursement

The instructor/coordinator is reimbursed at the rate of 20¢ a mile for on-site visitations and/or job development activities. It is important that exact mileage is recorded to and from the campus as this is an auditable record. If two or more sites are visited on any one day, indicate each visit and summarize the total mileage.

The monthly travel forms (one for each month) should be turned in to the co-op office by the fifth day of the following month. The co-op office will fill out a Travel Reimbursement Form for you and will turn it in to the business office.

The business office will not process travel reports under $20.00 until the end of the school year. The co-op office will retain reports until this minimum is reached and then submit for reimbursement. If the $20.00 minimum is not met during the school year, the business office will reimburse the amount less than the minimum at the close of the school year.

Review Form

The Cooperative Education Review Form is used by the instructor to monitor student completion of required forms and procedures. The Review form should be submitted to the Co-op Director at the end of the semester.

Cooperative Education Scholarships

North Lake College has established a Cooperative Education Scholarship Fund to benefit co-op students who need financial aid to enroll in a co-op course. Up to $25.00 per student may be awarded and more than one scholarship may be granted per semester. Eligibility is determined by financial need. The awarding of each scholarship will be based on the discretion of the recommending Instructor/Coordinator and the Co-op Director and/or the Associate Dean of Technical/Occupational Programs. Applications for the scholarship may be obtained from the Coordinator of Job Placement/Scholarships. Contributions to this fund are made by community businesses and service organizations.

Flex Entry

Because of the nature of the co-op concept and the course requirements, flex entry into the course is not viable and is therefore not permitted.

Student Drop Procedures

If for any reason a student drops the co-op course, the drop procedure should be followed as for other campus courses. Please be sure to notify the co-op office of this action immediately so that records can be kept current. Also, if a student drops the concurrent course taken to qualify for the co-op experience, the co-op course must also be dropped.

Student Salaries

The co-op student must be paid a rate that is equal to that of other employees with similar skills and experience. It is important that the co-op student is a salaried employee so that the experience will closely relate to all aspects of the working environment.

Guidelines for Submitting Forms

The following are the guidelines for submitting forms to the co-op office. Since most of these forms are subject to audit, it is important that they be placed on file according to the schedule.

Semester Calendar

First Week - Student Application and Agreement

Second Week - Copy of the class certification roll

- Seminar meeting times and room numbers

Fourth Week - List of seminar topics

- Training Station Agreements

Sixth Week - Student Learning Objectives

Fifth Day of each Month - Travel Reimbursement Requests

End of the Semester:

Two or more visitation summaries for each student

Student Time Cards (4 for each student)

Copy of permanent class roll with seminar attendance and final grades recorded

Student Review Form

A standard memorandum will be sent to each co-op instructor/ coordinator at the end of the semester to verify whether all necessary reports are on file, or to remind the instructor of those which still need to be submitted.

COOPERATIVE EDUCATION

STUDENT APPLICATION

Program (major):_____ Date:_____

GENERAL INFORMATION (please print or type)

Name_____

Social Security No._____ Home Phone_____

Address_____

_____

G.I. Bill Recipient: Yes____ No____

EMPLOYMENT INFORMATION

Are you employed? Yes____ No____

If employed: Brief Description of your Job

Job Title_____ _____

Employer_____ _____

Address_____ _____

_____ Hours per week_____

Work Phone_____ How long employed here_____

Name of Supervisor_____

COOPERATIVE EDUCATION INFORMATION

What is your college major?_____

What is your work goal?_____

What class will you be taking this semester that is related to both your job and your major?_____

Number of total hours enrolled for this semester_____

Number of hours earned toward your major_____

Number of hours you have earned in Co-op in the past_____

I affirm that the above is correct: Approved by:

_____ _____

Student Signature Instructor/Coordinator

COOPERATIVE EDUCATION REGISTRATION APPROVAL

THE FOLLOWING STUDENT HAS BEEN APPROVED FOR _____

_____

STUDENT'S NAME _____

INSTRUCTOR'S NAME _____

_____

COOPERATIVE EDUCATION REGISTRATION APPROVAL

THE FOLLOWING STUDENT HAS BEEN APPROVED FOR _____

_____

STUDENT'S NAME _____

INSTRUCTOR'S NAME _____

_____

COOPERATIVE EDUCATION REGISTRATION APPROVAL

THE FOLLOWING STUDENT HAS BEEN APPROVED FOR _____

_____

STUDENT'S NAME _____

INSTRUCTOR'S NAME _____

COOPERATIVE EDUCATION

STUDENT AGREEMENT

I have discussed the Cooperative Education Program with a member of the Cooperative Education staff and I understand and agree that in order to receive college credit, I must:

1. Be employed on a job related to my field of study and occupational goal. If not employed, related employment must be secured within three weeks or I will be withdrawn from the program.
2. Purchase the student guide at the bookstore.
3. Complete and submit the following forms to my Cooperative Education Instructor/Coordinator as indicated:
   a. Student Application prior to enrollment in course.
   b. Student Agreement prior to enrollment in course.
   c. Training Station Agreement prior to attending second seminar.
   d. Job Performance Objectives prior to attending third seminar.
   e. Student Objective Report Form within one week after completion of each objective.
   f. Signed Monthly Time Report prior to eighth day of next month.
4. Receive permission from my employer to participate in the programs prior to enrollment.
5. Contact my Instructor/Coordinator prior to registration.
6. Be dropped from the program if I leave my employment without the consent of my Instructor/Coordinator or fail to secure re-employment if I am discharged for cause.
7. Keep my Instructor/Coordinator informed of any problems in school or on the job.
8. Attend a total of sixteen weekly, one-hour seminars scheduled by my Instructor/Coordinator.
9. Contact my Instructor/Coordinator if I have any questions or change of status regarding the Cooperative Education program.
10. Realize that my credit for Cooperative Education will be determined by the following criteria:

    a. Successful completion of the on-the-job learning objectives.
    b. Work 20 hours a week on-the-job for 16 weeks to earn 4 college credits or 15 hours a week on-the-job for 16 weeks to earn 3 college credits.
    c. Evaluation of my job performance objectives, including oral and written report, by my Instructor/Coordinator and supervisor.
    d. Fulfilling my responsibility to keep scheduled appointments, meet all guidelines, and submit all necessary paperwork.

Dropping your concurrent enrollment in a related class will result in no credit in Cooperative Education.

Student Signature:_____ Date:_____

Instructor/Coordinator:_____ Course No._____

COOPERATIVE EDUCATION
TRAINING STATION AGREEMENT

STUDENT NAME _____ DATE _____

EMPLOYER COMPANY NAME _____

EMPLOYER ADDRESS _____ ZIP _____

EMPLOYER TELEPHONE NUMBER _____

SUPERVISOR NAME _____

SUPERVISOR TELEPHONE NUMBER _____

Three participants in this Cooperative Education venture — student, instructor/coordinator, and supervisor — will cooperate to determine the job-related learning objectives toward which the student will work. Each semester a student enrolls in Cooperative Education, it is necessary that new job-related learning objectives be identified.

Achievement of these objectives will be the basis for the credit and grade which will be earned for work experience.

The instructor/coordinator makes a minimum of two visits to the job site. The supervisor is asked to assist with the evaluation of the student performance within the guidelines established by the employer relating to such activities, and the student provides self-evaluation. The instructor/coordinator determines the student's final grade.

The student agrees to abide by the guidelines of the Cooperative Education Program.

_____ Employer or Supervisor

_____ Director of Cooperative Education

_____ Student Signature

_____ Instructor/Coordinator

It is not necessary to renew this agreement each semester unless there is a change in willingness to participate on the part of the employer.

Distribution: White—Cooperative Education Office Yellow—Instructor/Coordinator Pink—Student Goldenrod—Supervisor

COOPERATIVE EDUCATION
JOB-RELATED LEARNING OBJECTIVES

Student _____ Employer (Company Name) _____

Semester & Year _____ Course Number _____

College _____ Section Number _____

Part 1 — What are you going to accomplish?
Part 2 — How are you going to accomplish it?
Part 3 — How will you measure the achievement of your objectives?

OBJECTIVE 1 — Achievement

Part 1 _____ Yes___ No___

Part 2 _____

Part 3 _____

OBJECTIVE 2

Part 1 _____ Yes___ No___

Part 2 _____

Part 3 _____

OBJECTIVE 3

Part 1 _____ Yes___ No___

Part 2 _____

Part 3 _____

OBJECTIVE 4

Part 1 _____ Yes___ No___

Part 2 _____

Part 3 _____

We the undersigned agree to the validity of the objectives:

Date	Student	Supervisor	Instructor/Coordinator

Distribution: White—Cooperative Education Office Yellow—Instructor/Coordinator Pink—Student Goldenrod—Supervisor

(From Co-op Student Guide)

Student Objective Report Form

Name_____ Course No._____

Instructor/Coordinator _____ Date_____

You are required to submit a written report discussing the accomplishment of each of the agreed upon objectives. This written report must be turned in to the Instructor/Coordinator as one of the course requirements. NO CREDIT WILL BE GIVEN FOR THIS COURSE UNLESS THIS REPORT HAS BEEN SUBMITTED.

Relate how and to what extent each objective has been accomplished.

OBJECTIVE 1

How Accomplished: _____

_____

_____

_____

_____

To What Extent Accomplished: _____

_____

_____

_____

OBJECTIVE 2

How Accomplished: _____

_____

_____

_____

_____

To What Extent Accomplished: _____

_____

_____

Student Objective Report Form Continued . . .

OBJECTIVE 3

How Accomplished: _____

_____

_____

_____

_____

To What Extent Accomplished: _____

_____

_____

_____

OBJECTIVE 4

How Accomplished: _____

_____

_____

_____

_____

To What Extent Accomplished: _____

_____

_____

_____

GENERAL COMMENTS:

COOPERATIVE EDUCATION

Student Name: _____ Instructor/Coordinator _____

Company Name: _____ Soc. Sec. #: _____

Indicate change in supervision by checking ____

New Supervisor ____ For the month of _____

1	6	11	16	21	26	30
2	7	12	17	22	27	31
3	8	13	18	23	28	Total
4	9	14	19	24	29	Monthly
5	10	15	20	25		Hours

COMMENT _____

_____

Return card within five (5) days after the end of the month reported, with required supervisor signature.

Verified by: _____
Supervisor Signature

COOPERATIVE EDUCATION

Student Name: _____ Instructor/Coordinator _____

Company Name: _____ Soc. Sec. #: _____

Indicate change in supervision by checking ____

New Supervisor ____ For the month of _____

1	6	11	16	21	26	30
2	7	12	17	22	27	31
3	8	13	18	23	28	Total
4	9	14	19	24	29	Monthly
5	10	15	20	25		Hours

COMMENT _____

_____

Return card within five (5) days after the end of the month reported, with required supervisor signature.

Verified by: _____
Supervisor Signature

COOPERATIVE EDUCATION

Student Name: _____ Instructor/Coordinator _____

Company Name: _____ Soc. Sec. #: _____

Indicate change in supervision by checking ____

New Supervisor ____ For the month of _____

1	6	11	16	21	26	30
2	7	12	17	22	27	31
3	8	13	18	23	28	Total
4	9	14	19	24	29	Monthly
5	10	15	20	25		Hours

COMMENT _____

_____

Return card within five (5) days after the end of the month reported, with required supervisor signature.

Verified by: _____
Supervisor Signature

NORTH LAKE COLLEGE
INSTRUCTOR/COORDINATOR
COOPERATIVE EDUCATION
VISITATION SUMMARY

_____ _____
Name of Student Name of Instructor/Coordinator

_____ _____
Training Station Name of Student's Supervisor

_____
Location of Training Station

Visit: 1

Date of Contact _____ 19___

Summary of Visit _____

_____

_____

Visit: 2

Date of Contact _____ 19___

Summary of Visit _____

_____ _____

_____ _____ _____

Visit: 3

Date of Contact _____ 19___

Summary of Visit _____

_____

_____

_____
Instructor/Coordinator's Signature

COOPERATIVE EDUCATION REVIEW FORM

Fall_____Spring_____Sum_____

Program_____Division_____

Course No._____Seq. No._____

Instructor_____

STUDENT	EMPLOYER	PHONE NO.	Training Station Agreement	Learning Objectives	Visit 1	Visit 2	Seminar Attendance Report	TIME CARDS						Co-op Seminar Topics	Final Grade Report
								Jan / Jul	Feb / Aug	Mar / Sep	Apr / Oct	May / Nov	Jun / Dec		

NORTH LAKE COLLEGE
COOPERATIVE INSTRUCTOR'S MONTHLY TRAVEL REPORT

MONTH_____YEAR_____

INSTRUCTOR_____PROGRAM_____

Due in the Cooperative Office no later than the fifth working day of the month following travel.

DAY	TRAINING STATION, CITY	SUPERVISOR	STUDENT	MILES

TOTAL MILES _____

_____ _____
INSTRUCTOR'S SIGNATURE DATE

37

11

15

M E M O R A N D U M

TO: DATE:

FROM: Shirley Farrow RE: Co-op records

ACCORDING TO OUR RECORDS:

_____ 1. All of your students' training agreements and objectives are complete and on file in the co-op office. Thank you!

_____ 2. The following student training agreements have not been received in our office.

_____ 3. The following student objectives have not been received in our office.

THE FOLLOWING RECORDS MUST BE SUBMITTED BY

_____ 1. Sixteen weeks of time cards verifying employment for each student.

_____ 2. At least 2 coordinator on-site visitation forms per student.

_____ 3. A copy of your final grade sheet for each co-op seminar showing attendance, seminar make-up attendance and final grade.

_____ 4. Travel requests (if any) for semester.

THANK YOU FOR YOUR COOPERATION AND CONGRATULATIONS ON A FINE CO-OP SEMESTER.

DEVELOPING JOB-RELATED PERFORMANCE OBJECTIVES

Introduction

The Cooperative Education concept recognizes the value of learning that can take place when students work and train in real job situations. There are many advantages to students, such as a sense of achievement from the work experience. Achievement includes successful completion of a job, effective solutions to problems, and seeing the results of one's work. The work experience reward also includes the likelihood that the individual would be able to move onward and upward within his organization.

Part of the requirements of a Cooperative Education program is that a student must pursue a planned program of work experience which includes new or expanded responsibilities or learning opportunities beyond those experienced during previous employment. While the general benefit to students of being able to gain related work experience is recognized, the demand for new learning opportunities requires special attention. One way to meet this demand is through a program of planned learning objectives centered around the student. By having students involved in the setting of objectives, it is anticipated that a greater student realization of educational accomplishment will occur.

In addition, it is expected that student performance evaluations by employment supervisors will become more comprehensive since assessments can be made based upon prior expectations. With a fixed objective, a student can better determine whether he is on the right path or not.

The key to a learning objectives plan in Cooperative Education is the coordinator whose role it is to instruct and advise the student in setting and reaching objectives on the job. The job supervisor must also offer assistance in conferring with the student and coordinator in validating stated objectives, guiding the student in his accomplishment, and evaluating the students' achievement.

It is obvious that few statements of objectives ever reach a state of perfection, but can be re-written and improved indefinitely. A statement of objectives aims at identifying goals and describing desired outcomes or performances learners should have as a result of participation in an activity. The procedures usually describe the content, treatments, processes, activities, or sequence of events that will take place in carrying out the design and evaluation of activities.

By setting and recognizing a set of reachable objectives, the educator, employer and student can look forward to and

anticipate a change in student feelings, thinking, and actions. There are many possible changes that can take place in students as a result of learning experiences. It is possible that consideration can be given to (1) identifying the student's present level of development, (2) present area of interest, (3) activities that individuals are expected to perform, (4) problems students are likely to encounter and (5) the opportunities students will have for self-realization.

By encouraging a student to identify and plan learning opportunities, the student becomes somewhat a predictor of his own success and accomplishments. The process of thinking about formulating and pursuing definite learning objectives poses an easier road toward awarding academic credit. Through active student-employer dialogue, the employer becomes a partner, forearmed with a knowledge of the student's intents and, at the same time, the student becomes more aware of the employer's goals. Behind this emphasis on objectives setting is the belief that students cannot be passive and merely perform well in their instructional assignments, but they must be perceptive and seek to experience real learning.

Learning is a dynamic process. In the learning objectives approach just described, a sequence of events takes place during the college semester that allows for progress checks, confirmation of learning and evaluation of achievement.

The Coordinator

The coordinator is the college representative in the educational partnership. The coordinator must be well prepared for his primary role of assisting the student. The coordinator must be knowledgeable in his field and equipped to assist students to answer certain relative questions from within the student as described here.

Questions the student must answer:

1. What is your agenda for learning?
   What are you preparing for?
   What do you want to learn?
   What do you want to change?
   What parts of your program have the highest priority?

2. What is your strategy for learning?
   What will you try to learn?
   What will you try to learn by reading and conversation or classes with experts?
   What will you try to learn by deliberate probing, testing, and experimenting?

Further, perhaps equally important, the coordinator becomes a counselor as well as instructor and college-employer-student liaison officer.

Steps for Establishing Objectives

1. The student should put into writing the objectives to be accomplished in terms of results.

2. The student should lay out a program for accomplishment of objectives.

3. The student should secure understanding and approval from his job supervisor. Any program involving planned learning objectives will be most effective when objectives are discussed face-to-face between supervisor and students so that they may be mutually understood and accepted.

Some Considerations in Methodology for Preparing Objectives

The coordinator's role becomes especially critical when actual objectives are written. Coordinators, in instructing students on the "how to" of writing objectives, should encourage students to follow certain guidelines:

1. Stated objectives must be measurable. Avoid statements of objectives in generalities.
   Words to avoid are:

...to know	...to understand
...to appreciate	...to enjoy
...to believe	

   Action words that better communicate intent of what is going to be attempted include:

...to write	...to contrast
...to recite	...to select
...to compare	...to develop
...to apply	...to investigate and report
...to revise	...to install
...to assemble	

2. Define each objective in terms of a single result.

3. Be certain that the student has the capability to specify the objective and the program for completion. Here is where the coordinator-student-supervisor dialogue can help.

4. Select language which can communicate to all interested parties not to just a limited technical group.

5. Identify the student's present position prior to solving problem objectives (Where am I?, What will I be able to do at the end of the work period that I cannot do now?).

6. Be certain that the student knows what goals his/her organization is seeking so that his/her own objectives may coincide.

Some Guiding Categories

Coordinators may further the student's understanding and establishment of objectives by suggesting the four following categories as a guide:

1. Routine duties - Is there room for specific improvement?

2. Problem solving goals - Is there a specific problem to be solved with measurable results?

3. Creative goals - Can it result in savings in time, cost, etc.?

4. Personal goals - Can human relations be improved on the job?

A further coordinator responsibility is to assist the student in accomplishing his/her targets. A useful tool in considering a student's objectives is the job description. Is there a relationship? The coordinator should review each to determine if a valid relationship exists.

How to Get Started Writing Meaningful Objectives

Although rules are difficult to establish, the following may be useful when forming an objective statement. Coordinators should keep in mind that crude objectives, not completely accurate, may be useful in getting the program started.

Steps:

1. Start off with an action verb.

2. Identify a single key result for each of the objectives.

3. Give the day, month, and year of estimated completion.

4. State verifiable criteria which signal when the objective has been reached.

5. Be sure the objective is controllable by the person setting the objective. Dialogue between student and supervisor will make it easier to identify things that need to be done.

6. To test for validity of objectives, the following basic questions may be asked:

Can the objective be achieved within the time available?
Is the objective feasible?
Is the objective achievable?
Is the objective measurable?

Examples of Objectives

A. Routine Objectives

1. By June to develop a 95% operating index which is desirable by bank standards.

   How? By determining and encouraging more effective staff utilization.

   Measurement? By comparing monthly computer printouts and reporting on operating index.

B. Problem Solving Objectives

1. During this semester I will develop recommendations for ways of reducing equipment failures.

   How? I will personally investigate all equipment failures to search for contributory causes of failure.

   Measurement? Recommendations will relate to cause and effect of equipment failures.

2. During this semester I will develop a safety check list.

   How? By investigating all accident reports and gathering data.

   Measure? Demonstrate effectiveness of safety precautions as reflected in accident reports.

C. Creative Objectives

1. By January to develop a test fixture to run life tests on a hot-gas valve fixture to test for electromechanical reliability.

   How? By examining the present procedure and the steps involved.

   Measure? Demonstrate the effectiveness of the test fixture in comparison with present methods.

D. Personal Objectives

1. By January 15 to develop my typing speed to 50 w.p.m. with less than five errors.

   How? Through practice and weekly timed five-minute typing tests.

   Measure? Demonstrate skill to supervisor via timed five-minute test before January 15.

2. By June 11 to be able to operate the microfilm camera.

   How? Through instruction from my supervisor, from reading the instructional manual, and by observing expert operators.

   Measure? By demonstrating my skill in all operations of the camera, including cleaning, loading and maintenance, to my supervisor.

CAREER-RELATED PERSONAL DEVELOPMENT

In developing learning objectives, the student should not overlook his/her career-related personal development. Liberal arts skills are those transferable, functional abilities that are required in many different problem-solving and task-oriented situations. They are performance abilities that can be acquired through informal life experiences or formal education and training. Although the specific subject matter of academic disciplines is often a means for developing or refining liberal arts skills, the application of these skills is not dependent on the mastery of an academic discipline. Liberal arts skills are interdisciplinary abilities involving many areas of human development (e.g., cognitive, affective, social, psychological and moral development). They also assume competence in the basic skills of reading, writing and computation. Finally, these abilities may be possessed at different levels by different individuals ranging from unfamiliar with the skill to fully competent.

These liberal arts skills may be of prime importance to some students as they begin their co-op work experience, especially those participating in the academic co-op, and should not be neglected when developing their on-the-job learning objectives.

I. Information Management Skills: Ability to...

- A. Sort data and objects.
- B. Compile and rank information.
- C. Apply information creatively to specific problems or tasks.
- D. Synthesize facts, concepts, and principles.
- E. Understand and use organizing principles.
- F. Evaluate information against appropriate standards.

II. Design and Planning Skills: Ability to...

- A. Identify alternative courses of action.
- B. Set realistic goals.
- C. Follow through with a plan or decision.
- D. Manage time efficiently and effectively.
- E. Predict future trends and patterns.
- F. Accomodate multiple demands for commitment of time, energy and resources.
- G. Assess needs.
- H. Make and keep a schedule.
- I. Set priorities.

III. Research and Investigation Skills: Ability to...

- A. Use a variety of sources of information.

B. Apply a variety of methods to test the validity of data.
C. Identify problems and needs.
D. Design an experiment, plan, or model that systematically defines a problem.
E. Identify information sources appropriate to special needs or problems.
F. Formulate questions relevant to clarifying a particular problem, topic or issue.

IV. Communication Skills: Ability to...

A. Listen with objectivity and paraphrase the content of a message.
B. Use various forms and styles of written communication.
C. Speak effectively to individuals and groups.
D. Use media formats to present ideas imaginatively.
E. Express one's needs, wants, opinions and preferences without violating the rights of others.
F. Identify and communicate value judgements effectively.
G. Describe objects or events with a minimum of factual errors.
H. Convey a positive self-image to others.

V. Human Relations and Interpersonal Skills: Ability to...

A. Keep a group "on track" and moving toward the achievement of a common goal.
B. Identify people who can contribute to the solution of a problem or task.
C. Identify resource materials useful in the solution of a problem.
D. Maintain group cooperation and support.
E. Delegate tasks and responsibilities.
F. Interact effectively with peers, superiors and subordinates.
G. Express one's feelings appropriately.
H. Make commitments to persons.
I. Understand the feelings of others.
J. Use argumentation techniques to persuade others.
K. Be willing to take risks.
L. Teach a skill, concept or principle to others.
M. Analyze behavior or self and others in group situations.
N. Demonstrate effective social behavior in a variety of settings and under different circumstances.
O. Work under time and environmental pressures.

VI. Critical Thinking Skills: Ability to...

A. Identify quickly and accurately the critical issues when making a decision or solving a problem.
B. Identify a general principle that explains related experiences or factual data.

C. Define the parameters of a problem.
D. Identify reasonable criteria for assessing the value or appropriateness of an action or behavior.
E. Adapt one's concepts and behavior to changing conventions and norms.
F. Apply appropriate criteria to strategies and action plans.
G. Take given premises and reason to their conclusions.
H. Create innovative solutions to complex problems.
I. Analyze the interrelationships of events and ideas from several perspectives.

VII. Management and Administration Skills: Ability to...

A. Analyze tasks.
B. Delegate responsibility for completion of a task.
C. Motivate and lead people.
D. Organize people and tasks to achieve specific goals.

VIII. Valuing Skills: Ability to...

A. Assess a course of action in terms of its long-range effects on the general human welfare.
B. Make decisions that will maximize both individual and collective good.
C. Appreciate the contributions of art, literature, science and technology to contemporary society.
D. Identify one's values in relation to important life decisions.

IX. Personal/Career Development Skills: Ability to...

A. Analyze one's life experiences.
B. Relate the skills developed in one environment (e.g. school) to the requirements of another environment (e.g. work).
C. Match knowledge about one's own characteristics and abilities to information about job or career opportunities.
D. Identify, describe and assess the relative importance of one's needs, values, interests, strengths and weaknesses.
E. Develop personal growth goals that are motivating.
F. Identify and describe skills acquired through formal education and general life experience.
G. Identify one's strengths and weaknesses.
H. Accept and learn from negative criticism.
I. Persist with a project when faced with failure unless it is clear that the project cannot be carried out or is not worth the time or effort needed to complete it.
J. Recognize when a project cannot be carried out or is not worth the time or effort to complete it.

K. Generate trust and confidence in others.
L. Take risks.
M. Accept consequences of one's actions.
N. "Market" oneself to prospective employers.

COOPERATIVE EDUCATION SEMINARS

The Cooperative Education seminars are an important aspect of the program since these weekly meetings serve as the bridge between the classroom and the working world. This is the time when the instructor/coordinator meets on a weekly basis for one hour with a small group (10-14 students) and allows for informal interaction and discussion of timely topics relative to the career field in particular and/or the working world in general.

Co-op Seminar Schedule

The instructor/coordinator will determine the time and day for the weekly meetings. Brown bag seminars during the lunch hour for day students and the supper hour for night students have proven quite successful. Whatever the time and day, the seminars must be regularly scheduled on a weekly basis, meeting one hour each week for 16 consecutive weeks (one semester).

Seminar Attendance

It is mandatory that a co-op student attend each of the 16 one-hour seminars. Excused absences may be made up by assigning projects or papers that closely relate to the missed seminar. Make-up seminars may also be held during the semester. The student must be held accountable for the 16 hours in order to receive co-op credit. The instructor/coordinator should show attendance and/or make-up sessions on the permanent class roles.

Co-op Seminar Topics

The first seminar session should be an orientation session when the student guides are explained and the syllabus is discussed. This is an excellent time to allow student input as to subjects to be discusses during the semester.

The second and third seminars should be devoted to writing performance objectives.

The 4th-15th seminars should be devoted to job-related topics. These topics should have student input.

The 16th seminar should be a wrap-up and evaluation session.

Conducting the Seminar

The methods of disseminating pre-determined seminar topics should be varied and flexible. The guidelines are:

1. Topics should be student-oriented.

2. Instructional methods should be meaningful and interesting.

3. Topics should be job-related.

4. The seminar should not be used as a classroom instructional extension.

The following are suggested methods of varying seminar delivery systems:

1. Open discussions with the instructor/coordinator acting as mediator

2. Debates on timely issues

3. Student reports on position responsibilities and problems

4. Outside speakers

5. Films

6. Slides/Tapes

7. Transparencies with open discussions

8. Meaningful role playing

9. Leadership games

10. On-site business visits

The following is a list of suggested seminar topics. This list might be duplicated and given to the students to check off as subjects for discussion.

SUGGESTED COOPERATIVE EDUCATION SEMINAR TOPICS

Employability Skills Development

1. Self-Inventory - How do my likes and dislikes fit into the job scene?
2. Work Values - My feelings about work, will they help or hinder?
3. Selling Yourself - Do I have a product that is marketable?
4. Reasons for Working - Why am I doing all this?
5. Job Possibilities - Where can I work with the skills I am learning? Where are the jobs?
6. Ways to Find a Job - I'm ready, now what do I do first?
7. Business Terms and Abbreviations - What do they mean?
8. Reading the Want-Ads - Is it for real?
9. Job Benefits and Wage Deductions - What they mean to you and your pay check.
10. Social Security - Your paycheck now, your retirement in the future - Will it all make cents?
11. Income Tax Withholding - How much and why?
12. Labor Unions - The whys and wherefores - Making a decision.
13. Employment Tests - How to pass them and what to expect.
14. Polygraph Tests - What are they trying to prove, and why?
15. Terms on Application Blanks - How to interpret and get the job.
16. Resume and Personal Data Cards - Pulling your life together.
17. Filling out an Application Form - Separating the job-seekers from the job-finders - One thin sheet of paper will do it.
18. Letter of Application - The only route to certain jobs.
19. Job Interview - probably the most important job you will ever have.
    a. Look and act like a winner - grooming, posture, attitude. A company can't make a profit with losing material.
    b. How to answer common (or uncommon) interview questions? Where do you expect to be in ten years? The questions are not enough - you need the answers.
    c. Beginning the interview - What to do, say, and expect.
    d. Talking with the interviewer - It's an art - TRUE ART.
    e. Questions to expect during the interview - HAVE the answers.
    f. Questions to ask during the interview - There must be some - A MUST!
    g. Closing the interview - Signs that it is all over. Look for them and act.
    h. The interview follow-up - The icing on the cake, sets you apart.
    i. You're hired! Now what?
20. Hints to Keep a Job - It's never down hill.

21. When You Fail to Get the Job - Two steps forward, one back. Bouncing back.
22. Reasons People Lose Their Jobs - Learn from the experience of others. One on-the-job experience you don't need.
23. Changing Jobs - When the other pasture is greener.
24. How to Resign a Position - Never burn your bridges.

Business Behavior

1. Business Manners with the Supervisors and the Public - The art of confidence.
2. Communications in Business - A whole new program.
   a. Speaking - In groups, one-to-one, assemblies.
   b. Writing - Memos, requisitions, reports, orders.
   c. Body Language - the all-important non-verbal language.
3. Office and Company Rumor Mills - Sure destruction if fed.
4. Hard Work - It can be exciting and rewarding. It should be cultivated.
5. Dependability - Four-key word to success.
6. Sales - Selling yourself every moment of your life.
7. Cost-Consciousness - It's really your pocketbook.
8. Physical Fitness - Anything is better when you feel good.
9. Personal Grooming - Who's affected?
10. Mixing Business with Pleasure - What's the difference?
11. How to Disagree - Agreeably.
12. Sharing Honors - You'll be the hero.
13. Taking Yourself Too Seriously - Add a dash of humor to your life.
14. Carrying your Share of the Load - It's what executives are made of.
15. Handling the Public - Are they always right?
16. Listening - A lost art. Discover this treasure.

Business Attitudes

1. Human Relations - You can't escape.
2. Human Relations - They'll make or break you.
3. Adjustment on the Job - Shape up or ship out!
4. A Positive Attitude - Worth a lifetime of pleasant memories.
5. Vertical and Horizontal Working Relationships - A different approach?
6. Fundamentals of Good Working Relationships - Fertile ground to grow.
7. What the Boss Seeks - How to measure up to your best.
8. How to Compensate for Youth or Inexperience - You have to start somewhere. Now is a good time.
9. Women - Building good working relationships with dedicated women.
10. Men - Building good working relationships with dedicated men.

11. First Impressions - You only have ONE CHANCE to make a FIRST impression.
12. How to Handle Teasing and Testing on the Job - It's really an inside compliment.
13. PEW - Promotion from Within - Does it matter to you?
14. Patience - How to make a patience suit.
15. Release Frustration Harmlessly - Kick a coke box.
16. Decisions, Decisions, Decisions - When and how to make them.

Goals In the Business World

1. Defining a Goal - Is it necessary on the job?
2. How to Set Goals - If I need them, how do I find them?
3. Reaching Goals - Is this all there really is?
4. Success - How will I recognize it?

Winning the Game of Work

1. Education Covers a Lot of Ground - But it won't cultivate it.
2. Work is the Price of a Ticket to the Road to Success.
3. When the Going Gets Tough, the Tough Get Going.
4. When You Point a Finger, There Are Three Pointing Back at You.
5. Like What You Are Doing and You'll Do What You Like.
6. The Way to a Raise is Paved by Your Efforts to Raise the Company.
7. Give a Man a Fish, He Will Eat for a Day - Teach a man to fish and he will eat for a lifetime.
8. Work Week or Weak Work - It's your decision.
9. Life is a Grindstone - Will it polish you up or grind you down?
10. Work for Your Life - It depends on it.
11. Stay Busy - Idle minds and hands are the devil's workshop.
12. The Difference Between a Big Shot and a Little Shot - Is the little shot kept shooting.
13. You Only Fail - When you admit it.
14. Persistence Overcomes Resistance.
15. Self-Discipline - Another word for maturity.
16. Yearning Power is More Important than Earning Power.
17. Take a Lemon and Make Lemonade.
18. Achieving is Contagious.
19. You'll Get What You Want When You Help Others Get What They Want.

Blending Your Personal Life With Your Work Life

1. Leisure Time - Plan it well and use it wisely.
2. Examine Priorities and Organize Your Life.
3. Realism - Income expectations and income realities.
4. Personal Expectations which Conflict with Family and Friends!

5. Family and Job Lifestyles - Are they in tune?

Individual Problems

1. Handling Criticism - How to handle it.
2. Personality Conflicts on the Job - Clues to solutions.
3. Losing Battles and Winning Wars.
4. Different Strokes for Different Folks - It's a world of differences.
5. Self-Image - Using your own mirror or those of others.
6. Handling Success.
7. Handling Set-Backs.
8. Safety on the Job - Accidents are the most costly aspect of a business.
9. How to Handle Confidences.

JOB DEVELOPMENT

Job development is an on-going co-op activity and is perhaps the most challenging to the co-op instructor/coordinator.

There are two definable areas of Job Development:

1. Locating an immediate training station for a specific student or students.

2. Establishing a site for possible placement in the future.

The first consideration of the instructor/coordinator is to identify prospective leads. The following are suggestions as to where these leads might be located:

1. United States Census Report
2. Help Wanted Advertisements
3. Special News Items
4. Classified Telephone Directory
5. Trade and Association Journals
6. Business and Product Directories
7. Campus Job-Placement Office
8. Fellow Faculty Members
9. Membership in Clubs and Service Organizations
10. State Employment Agency
11. Large Corporation News Letters
12. Chambers of Commerce
13. Students
14. Co-op Director
15. Tech/Occ. Administrator
16. Existing Training Sponsors
17. Advisory Committees

The next step in job development is the identification of company contact persons. Helpful sources may be:

1. Personnel Offices
2. Campus Job Placement Offices
3. Community Business Directories
4. Co-op Director's Office
5. Personal Contacts at Meetings or Clubs
6. Advisory Committee Members
7. Training Sponsors
8. Cold Calls
9. Fellow Faculty Members
10. Newspaper Articles
11. Telephone Inquiries

When the contact person at a prospective training site has been identified a call should be made to set up an interview. In this call, mention that North Lake College is providing various methods of assisting the community with its training and employment needs and you would like a few minutes to acquaint this person with one of these methods - the Cooperative Education Program.

The following is a suggested format to use during the job development interview:

1. Ask the employer what types of employment or training needs exist for the company.
2. Using this information, describe the co-op program as it relates to the identified needs.
3. Explain briefly the brochure that describes the co-op procedures. (Employer's Guide to Cooperative Education)
4. Ascertain with the employer whether a Co-op training station would be advantageous to the company's immediate or future employment program.

There are some suggestions that should assist the instructor/coordinator in conducting a positive, rewarding job development visit.

1. Keep initial visit brief (10 to 15 minutes)

2. Avoid too much educational terminology - i.e. curriculum changes, practicum experiences, etc. Use business and professional language.

3. Have some knowledge of the company's history and product.

4. Always answer questions and give suggestions with the stated employment needs in mind. (Answer the employer's unstated question - "What's in it for me?")

5. If your programs will not fit the company needs, suggest another co-op discipline that might and pass this information on to the co-op office for follow-up visits.

The following is a list of activities you may want to utilize after your initial visit:

1. Follow-up letters

2. Follow-up visits at frequent intervals

3. Mail-outs of:
   a. Brochures
   b. Co-op news letters
   c. College news publications

4. Follow-up on job development report

Each instructor/coordinator has been furnished a job box to facilitate the Job Development organization. This box should supply needed information concerning present and future training sites. Suggestions for a job bank are:

1. Separate portable file

2. Staple calling cards to job development

3. File according to company name

4. Update each semester

5. Enlist job placement to send all applicable files to instructor/coordinator - File in portable file

Characteristics of a quality training station are:

1. Serves needs of students

2. Stable employment record

3. Adequate supervision

4. Offers work sites on continual basis

5. Sufficient training opportunities

6. Ethics and healthful environment

7. Wages and benefits in line with industry

8. Encourage college visitations

9. Education and training commitment

Job Development should be a most rewarding co-op activity. Not only is the activity vital in the quality placement of the student, but it also provides an invaluable opportunity for the instructor/coordinator to:

1. Update knowledge of the fast-paced technical and personnel requirements of the business community.

2. Provide curriculum subject matter and/or possible changes for the classroom.

3. Provide classroom and seminar resource materials and speakers.

4. Allows the instructor/coordinator to philosophically relate to the total educational and community environment.

NORTH LAKE COLLEGE
COOPERATIVE EDUCATION
RESOURCE LIBRARY MATERIALS

Qty.	Books
4	Your Attitude is Showing
8	Personality Development for Business
1	The Job You Want - How to Get It
1	How to Find and Apply for a Job
2	You and Success in the Working World
3	Human Relations in Business
4	Your Career in the World of Work
2	Career Development Activities
2	Your Career
1	Sharing Resources; Postsecondary Education and Industry Cooperation
1	Operating a Retirees Volunteer Program in Post-secondary Institutions: A Resource Handbook
1	Effective Supervision
1	Creative Problem Solving
1	Human Relations Development
1	Assessment and Interviewing
1	Verbal Group Exercises Handbook
1	Non-Verbal Group Exercises Handbook
6	The Participant's Workbook and Learning Guide
1	Encyclopedia of Icebreakers
1	See You at the Top by Zig Ziglar
1	Handbook on Student Outcomes Questionnaires
1	Occupational Outlook Handbook
1	A Counselor's Guide to Occupational Information
1	Occupational Projections and Training Data
2	Matching Personal and Job Characteristics
1	Co-op Vocational Handbook
1	Resume Writing Made Easy
1	Call Me Mister
2	Personally Yours
1	Postsecondary Educational Suppliment & Occ. Demand in Texas
1	Work Pathway to Independence
1	Charm and Poise
1	For Getting Ahead
1	Management Administrative Communication
3	Success Insurance in a Man's World
1	Go Hire Yourself an Employer
1	Executive Profile
19	How Not to Blow a Job Interview
1	Development of Professional Attitudes
2	Human Potential Seminar
1	Personnel Management

Qty.	Books (cont.)
1	Human Relations in Business
1	Getting the Job
1	Communications at Work
1	Making Decisions Work
1	Growing on the Job
1	Working at Human Relations
1	Knowing Yourself

Qty.	Teacher's Manual
1	Personality Development for Business
2	Getting the Job
2	Communications at Work
2	Growing on the Job
2	Working at Human Relations
1	How to Build Memory Skills
1	Getting Results with Time Management
1	How to Pass Employability Tests
1	New City Telephone Game/Tape
1	Relocation: A Corporate Decision/Tape
1	Where Do You Draw the Line/Tape
1	Basic Life Skills
1	Personal Development
1	Job Related Instruction

Qty.	Manuals
1	A Mini Manual for Secondary School Work Experience
1	Developing a Management Information System for Cooperative Education
1	See You at the Top and The Goal Planner Manual by Zig Ziglar
1	Personnel Management
1	Personal Development
1	Basic Life Skills

Qty.	Assignment Manual
1	Your Attitude is Showing
1	Answer Book - Your Attitude is Showing

Qty.	Instructor's Resource Guide
1	Your Career in the World of Work
1	Slide/Tape (National Commission for Cooperative Education)

Qty.	Questionnaires
1	Entering Student Questionnaire
1	Continuing Student Questionnaire
1	Graduating Student Questionnaire
1	Former Student Questionnaire
1	Recent-Alumni Questionnaire

Qty.	Exercise Booklets
	Work Effectiveness Skills
	Guide to Work Effectiveness Skills
	Employment Seeking Skills
	Guide to Employment Seeking Skills
6	Participants Workbook and Learning Guide

Qty.	Personal Development Transparencies
1	Dress Ability
1	Employ Ability
1	Ethics Ability
1	Image Ability
1	Success Ability
1	Time Ability
1	Job Getting Ability
1	Personality Ability
1	Promote Ability
1	Quality Ability

Qty.	Audio Visual
1	Telephone Techniques for the Secretary
1	Human Relations for Success in Business
1	Personal Hygiene for Business

Qty.	Filmstrips & Cassettes
1	A Job That Goes Someplace
1	Job Hunting: Where to Begin
1	Your First Week on the Job
1	The Paycheck Puzzle
1	You and Your Job Interview
1	Are You Listening
1	Labor Unions: What You Should Know
1	What You Should Know Before Going to Work
1	On the Job Training
	Set of cassettes on "The Complete Speaker"
1	Planning for Success
1	Setting Your Career Goals

Qty.	Filmstrips & Cassettes (Cont.)
1	Locating and Applying for a Job
1	You, Your Employer, and Your Co-workers
1	Introduction to the World of Work
1	Personal Safety
1	Your Progress on the Job
1	Human Relationships
1	Managing Your Money
1	Why Work at All?
1	Trouble at Work
1	Liking Your Job and Your Life
	Set of cassettes on "How to Stay Motivated" by Zig Ziglar
	Set of cassettes on "How to Be a No Limit Person"
	Set of cassettes on "Success is a State of Mind"
1	Communicate What You Think
1	Stress
1	Conformity
1	Agression
1	Human Relations for Success in Business
1	Working for a Living: Job Skills in the Real World
1	Secretaries in a Changing Business World
1	Express Yourself: Finding a Job
1	Achieving Your Potential: A Family Series
1	Achieving Your Potential: The Fulfillment Series
1	Career Skills: How to Write a Resume and Keep a Job Part 1-3
1	Life Skills: Filling Out Forms & Following Directions Part 1-2
1	Career English: Comunication on the Job - Part 1 & 2
1	Personal Cummunication: Gestures, Expressions & Body English - Part 1 & 2
1	Special Report - Social Security System; Our Computer Society; Taxes, Taxes, Taxes, Who Pays the Bills? (three different sets)
1	Competency Skills: Reading on the Job
1	Competency Skills: Writing on the Job
1	The American Way - Work, The Reality of Work
1	Women! On Their Own
1	Personal Management and Grooming From Skills to Options
	Set of cassettes "The Psychology of Winning"

Qty.	Film
1	"What You Are Isn't Necessarily What You Will Be" by Morris Massey
1	"Goal Setting for Fun, Health, & Profit"
1	"As Others See Us"
1	"Business Behaviorism & the Bottom Line"

Qty.	Free Enterprise Kit
1	The System Works When You Do

Qty.	A Pathway to Success
1	Measurable Behavioral Objectives: Process
1	Measurable Behavioral Objectives: Practical Application
1	Promoting Administrative Involvement in Cooperative Education
1	Developing an Advisory Committee
1	Opening Your Cooperative Program to Disabled Students
1	Selling Co-op to Corporate Management
1	Strategies for Conducting Assessment Needs
1	Strategies for Evaluating a Co-op Education Program
1	Computer-Aided Cooperative Education, Part 1
1	Computer-Aided Cooperative Education, Part 2
1	Establishing Programs for Special Needs Students
1	Evaluation of Students Using Measurable Learning Objectives
1	Preparing for a Cooperative Evaluation
1	Sales Training for Coordinators
1	Faculty Role in Maintaining Adademic Quality: Learning Contract as Means

Qty.	Pathway to Success - Liberal Arts, H.E.W. Title VIII
1	Cooperative Education and Beyond - Part I
1	Cooperative Education and Beyond - Part II
1	Business and Industry - Discovering the Liberal Arts Student
1	Preparing the Liberal Arts Student for Employment in Industry
1	Self Developed Internships for Liberal Arts Students
1	The Vera Christie Project
1	Instruct Job Applicants in Methods of Successful Interview
1	Faculty and Marketing Liberal Arts Graduates
1	The Evaluation Process
1	Liberal Arts in the Community Colleges - Does A Philosophy Major Really Want a Job?
1	Cooperative Education Programs in the Federal Government

SUMMARY

It is difficult to qualify results of a program that is designed to meet the diverse needs of many types of students and employers. The value of Cooperative Education at North Lake College can only be properly assessed on human terms - those students who have made career decisions, those who will continue to set goals and objectives for themselves and evaluate their own progress, those who attained upward and lateral mobility because of visibility as a cooperative education student, those who have a better self-image because of their working experiences, those who have developed a more mature, responsible attitude toward their employable future.

Hard work, strong determination, courage of conviction, unquestionable dedication, and a simple belief in the value of quality education for all students - these are all necessary ingredients for a successful Cooperative Education program. North Lake College is taking a giant step ahead of traditional education in moving into a new 1980's era by accepting the challenge of blending theoretical and applied learning in all disciplines.

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